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This document, which reports a conference on planning a curriculum for adult education, directs attention to areas of study covered in a major field, contributions of fields such as psychology and sociology to the education of an adult leader, research competencies adult educators should have and the kind of research they should produce, the question of whether there is a need for persons with doctoral degrees in various fields of adult education, and the question of competencies likely to be needed in the foreseeable future. It gives the summaries of four papers and the task force reports on selection and training of adult education students and employment of graduates. Recommendations include the need for communication between researcher and practitioner and for the development of an interdisciplinary approach. Suggestions on designing a graduate program in adult education include the sequence of courses dealing with definition, history, structure, and philosophical foundations; interdisciplinary work; guided reading; tutorial and thesis supervision; seminars; and an internship experience. (nl)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CURRICULUM PLANNING

CONFERENCE

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UNIVERSITY OF MARYLAND

April 6-7, 1967

AC002976

CURRICULUM PLANNING CONFERENCE

Center of Adult Education

University of Maryland

College Park, Maryland

April 6-7, 1967

Preface

The members of the Planning Conference Committee were highly gratified by the large representation of adult educators from numerous agencies and organizations in the Washington Metropolitan area. In addition to the sixty-five persons in attendance, an additional thirty sent regrets but requested copies of the report of the conference. I am pleased to send this report to you on behalf of the planning committee.

E. R. Ryden

Dr. Thomas J. Aylward

Dr. V. R. Cardozier

Dr. Donald A. Deppe

Dr. Roger R. Kelsey

Dr. Ralph J. Klein

Dr. Martha J. Maxwell

Dr. G. R. Merrill

Dr. Einar R. Ryden

Dr. Gladys A. Wiggin

Program

Thursday, April 6

(all sessions in Conference Room C unless otherwise noted)

1:00 - 1:15 p.m.	Conference Objectives
1:15 - 3:15	Brief Curriculum Papers, each followed by discussion
3:15 - 3:45	Coffee Break - Exhibit Hall
3:45 - 5:00	Task Force Sessions

Task Force I: The Student Issue
Where will students come from and where will they be needed?

Task Force II: The Common Learnings Issue
What are the common learning experiences to be included in the curriculum?

Task Force III: The Interdisciplinary Issue
What academic fields are essential? Why?

Friday, April 7

9:00 - 10:00 a.m.	Task Forces Reconvene
10:00 - 10:15	Coffee in Conference Room C
10:15 - 11:30	Task Force Reporting Panel
11:30 - 12:00	Summary and Evaluation of the Conference

CURRICULUM PLANNING CONFERENCE REPORT

A planning conference was held April 6 and 7, 1967, at the Center of Adult Education, University of Maryland, on Planning a Curriculum for Adult Education.

The question to which participating educators addressed themselves was: In a program leading to the doctorate in Adult Education, what should be the content of a curriculum which will prepare individuals for the kinds of leadership needed in the 1970's and the 1980's?

Included in the examination of the question were:

1) What elements are essential in a program of study leading to the doctorate in adult education which will produce leaders for the kinds of continuing education programs suitable to the needs of the coming decade and beyond?

2) How can we draw upon the various disciplines in an interdisciplinary approach to doctoral programs?, and

3) What will be the roles of adult educators in continuing education programs of the future?

Specifically:

1. What ought to be the areas of study covered in a major field?

2. What are the contributions of such fields as psychology and sociology to the education of an adult education leader?

3. What research competencies should adult educators have and what kinds of research ought they be expected to produce?

4. Does the literature of adult education justify a doctoral program?

5. Is there a need for persons with doctoral degrees in the various fields of adult education?

6. If so, what are the competencies they are expected to have now and in the foreseeable future?

Papers

Dr. Maynard Fessler:

1. Adult leaders tend to rely excessively upon the self-motivation of the client system to acquire the knowledge and skills offered.

2. Training of adult educators should include the areas of group motivation,

group techniques, group dynamics, etc., which are needed for the adult educator to understand how to:

a. involve members of the client system in educational activities regardless of their socio-economic level,
b. devise ways to motivate the learners to recognize necessary changes in attitudes, knowledge and skills,
c. help learners identify problems, recognize norms which must be dealt with for their solution, understand how forces can be developed from within the group to bring about changes and incorporate principles of group motivation in carrying out the solutions,
d. see his own role in relation to the client system and in strengthening the democratic process,
e. help individuals gain personal fulfillment.

Dr. John Holden:

The following are important problems facing adult educators:

1. Helping the functionally illiterate.

2. Helping the high school dropout to contribute to society.

3. Updating professional people.

4. Beginning to relate themselves (adult educators) to the community, the nation and the world:
   a. need to understand our own culture,
   b. need to understand other cultures, so that a world attack may be made on illiteracy, etc.

5. Strengthening public affairs education and liberal education.

Dr. Donald Deppe:

The following was based upon a special report by Dr. Cyril Houle furnished by him for use at this conference:

1. The field of adult education has a body of theory and practice, a long history and an extensive literature.

2. Approximately 600 doctorates have been granted; presently, 70 are granted annually.

3. Adult education uses tools and insights of a number of basic academic

disciplines, but is most closely related to education as it occurs in earlier life.

4. Patterns of structure for applying an interdisciplinary approach to adult education are:
   a. Program attached to some all-university office
   b. Distinct organization of its own more or less parallel with other colleges of a university, in a special institute or center for graduate studies
   c. Interdepartmental committee
   d. Departmental status within an existing school or college
   e. Sub-department status within an existing department

5. There must be safeguards to maintaining the interdisciplinary nature of the adult education program and assuring that it will eventually be independent.

6. A sponsoring department or college must be flexible enough to alter its basic requirements and to expect the orientation of its own program to be influenced by the addition of adult education.

Dr. Leagans:

1. The field of Adult Education is increasingly becoming a necessity.

2. Content is the greatest issue facing the field.
   a. Areas in which content of adult education might usefully be found are:
      1) Bioligical - health, nutrition, having to do with the physical being,
      2) Economic - regarding earning and spending,
      3) Social - family education, etc.,
      4) Aesthetic
   b. Content must be based on findings of research and cumulative experience in the field of adult education.
   c. Content must be borrowed from related fields.

3. Adult education, like other fields, is moving increasingly toward an interdisciplinary approach.

Dr. Wiggin's question was:

How can we use you and your agency in
1) developing programs?
2) placing our doctoral products years hence?

Responses from the audience included:

1. Public School Adult Education programs
   1. Opportunities for placement
   2. Opportunities for experience in public schools as well as with civic groups served by the public school system (County Welfare Council, League of Women Voters, etc.)

2. Public Library
   1. Library and functions in continuing education
   2. Providing experience in library operations

3. Community college

4. Rural School System
   1. Great many different kinds of training experiences available
   2. Interested in maintaining contact with university

5. Cooperative Extension
   1. Opportunity for doing research under Title I
   2. Challenge of urban extension market

6. Agencies of government
   1. Opportunities for training

A few points in summary:

1. It is important that the field of adult education present a clearer image with reference both to content and to goals.

2. Adult educators should be informed about and give support to legislation which has real educational implications.

3. Research and experimentation should be encouraged.

4. Working relationships should be established between adult educators and various types of agencies and associations.

5. The Adult Education program should be aimed at two groups: 1) the full-time professional adult educator, and 2) professional persons engaged part-time in adult education functions.

Report of Task Force I

THE STUDENT ISSUE

Leader - Dr. Leonard Nadler
Recorder - Mr. Marshall Gibson

Where will students come from? First, they will have to meet the entrance requirements of the graduate school. This means that in the foreseeable future students will come with a baccalaureate degree in education or some other field, with or without work experience. Some who have had work experience will have worked with one organization and will probably return to it. Others will have worked with more than one organization and will have a somewhat broader background.

Students will continue to come from the fields of religion and industry. In addition, they will come for training in helping adults meet licensing requirements, conference coordinating, working with service organizations (for instance, the Boy Scouts, YMCA, Cooperative Extension), the armed forces, services occupations, consumers, etc. They should be educated to be behavioral change agents and to meet the problems of the communication arts within content areas. They will have to be able to train in services and to help professionals keep current in their fields.

"Where will they be needed?" breaks down to two questions: "Where will adult educators be needed?" and "Where will adult educators be used?" There are five continuing areas needing adult educators: Administration, teaching, counseling, research, and consulting. Use is in the same five areas, but the emphases will be different.

A program designed to produce graduate adult educators will have to prepare for present needs and keep current with these needs. Graduate adult educators will have to be able to meet the various, changing and continuing needs of adults.

Graduate adult educators will be useful in secondary school systems, vocational and junior college systems, college and university programs for the aging, industry, federal and state governments, armed forces, short course programs, Manpower Development Act programs, large service organizations, etc. They will be engaged in these organizations in any of the five functional areas listed above.

Nonprofessional workers who may have acquired the vocational equivalent of the baccalaureate degree would benefit from a graduate program in adult education. They should have training similar in quality to a major program in a baccalaureate or equivalent experience. To increase the qualified manpower in adult education, this body of nondegree adult educators should be given the same program in adult education as those graduate students who enter with a baccalaureate degree.

Under the administrative function are included program development, teacher recruitment, student recruitment and public relations. Teaching is any function involved in the learning transaction.

Report of Task Force II

THE COMMON LEARNINGS ISSUE

Leader - John H. Buskey
Recorder - Harlan Copeland

Task Force II was asked to come up with recommendations on the question: What are the common learning experiences to be included in a graduate curriculum in adult education? Among the first problems encountered by the group was establishing a definition of the term "learning experiences." Eventually it was defined as those activities or means that are provided for or engaged in by learners to increase their knowledge or skills (intellectual and motor), or produce changes in attitudes. The experiences were further seen as the means or mechanisms which would provide opportunities for achieving learning objectives.

The Task Force recommends that the common learning experiences for graduate students at the doctoral level in the field of adult education should include experiences to gain knowledge, principles, theory and concepts of adult education.

A. The competencies and potential of each graduate student should be appraised before he is admitted to the program. Such appraisal would permit the university to screen out those candidates who could not benefit by a graduate program in the field of adult education. It would also benefit by a graduate program in the field of adult education. It would also permit the university to tailor an individual's graduate study program to meet his needs more adequately than a standard program might.

B. The adult education curriculum should include a basic sequence of courses dealing with the definition, history, structure, philosophical foundations, and methods of adult education and the tasks of adult educators. One or more courses must deal with fundamental theories of planning, implementing and evaluating educational programs for adults. The Task Force felt that an adequate program in adult education should include an emphasis upon evaluation of educational programs.

C. There should be a group of courses which place adult education in the context of American education and perhaps even in the context of comparative education. Such courses might include the sociology of education, the philosophy of education, educational psychology and the history of education.

D. The curriculum should also include a body of related courses from selected disciplines (e.g., sociology, social psychology, educational psychology), and applied fields (e.g., communications, industrial education, vocational agriculture, etc.).

It is strongly recommended that the curriculum in adult education include practical experiences so students can gain certain skills along with theory. These experiences could include practicums, tutorials, internships, individual projects and similar activities. Particular experiences would include practice in:

1. teaching adults
2. working with groups in the program development process
3. continuing his own education
4. organizing and administering an agency of adult education and in making the best uses of available human, physical and community resources.
5. designing (planning, implementing, and evaluating) educational programs for adults
6. appraising a community situation (this would include diagnosis of problems and the development of programs to solve those problems).

Task Force II recommends that the following principles be considered in developing the graduate program in adult education:

1. Students need to acquire a basic body of knowledge first and then have an opportunity to practice using this knowledge in relationship to people, designing educational programs and performing the tasks of adult educators. This was further refined to suggest that theory be integrated with appropriate practice.

2. The potential adult educator needs to have experiences with different kinds of people in a wide variety of social groups.

3. The two or three year doctoral program is not capable of enabling the student to acquire all the suggested skills at desired levels. But graduate education should provide the basic foundation and the tools by which an adult educator can continue to develop his skill through his professional activities.

4. Graduate programs should not aim at developing narrowly trained specialists but rather at developing people who can relate to members of our total society.

In addition to the more or less specific recommendations above, several other matters were discussed, although the Task Force did not reach consensus on these issues. The last five minutes of our discussion on Friday morning were devoted to the issue of research in the doctoral program. It was recognized that research is the primary means for developing a body of knowledge; it also was recognized that the foregoing "common learning experiences" and principles were directed at developing a highly competent practitioner. It is difficult to see how high level research can also be required in a program which has as its major emphasis the development of people with all the skills suggested earlier. We discussed

several alternatives to this dilemma. One alternative was simply to take one point of view or the other. The University of Maryland could develop a graduate program directed at training researchers or it could develop a graduate program directed at training administrators and people with similar responsibilities. Conversely, a two track program could be developed in which individuals would have the option of taking a research degree or a practitioner's degree. (The point being that both would be offered.)

I think the group reached consensus on the idea, however, that both the researcher and the practitioner should be able to communicate with each other and one should be able to use the results of the other as the means for new research projects or as the means for solving a given practical problem. It was especially emphasized that the practitioner should have the intellectual capability and practical ability of being able to use the research which is produced by the highly sophisticated researcher.

The Task Force suggested two or three other items which might be of assistance in conceiving a graduate program. The first point was that the primary function of the adult educator is education, regardless of the particular situation in which he finds himself. A second point, quite unrelated to the first one, is that each professor of adult education, if this is to be an effective interdisciplinary program, must take an interdisciplinary approach to the field of adult education. In other words, it is simply not possible to appoint just any sociologist, for example, to an interdisciplinary committee on adult education and expect him to function in an interdisciplinary way unless he has a prior commitment and appreciation for the total field of adult education.

It should be noted that the group included the following people: Davidson, Fessler, Moore, Longest, Flickinger, Lancaster, Martin, Abolin, Merrill, Bell, Bowers, Lyman, Roberson, Copeland and Buskey. They represent a wide range of organizations, including Cooperative Extension Services (federal and state), libraries, the State Department of Education, public schools, universities, and the U. S. Department of Health, Education and Welfare. Most of the participants were administrators and practitioners, and only two or three were actually faculty members and teaching in a graduate program of any kind.

Task Force II was one of the most verbal groups I have ever participated in. The group was highly motivated to talk about a graduate program and virtually everyone had something to say. This atmosphere posed a problem in that frequently it was not possible to discuss each issue in the detail which some issues warranted. We did reach consensus on many issues, however.

As group leader, I would like to express my appreciation to Harlan Copeland for acting as Recorder. He captured the essence of the discussion, which at times rambled, as we all sought to express ourselves clearly and appropriately about the task at hand.

Report of Task Force III

THE INTERDISCIPLINARY ISSUE

Leader - Dr. J. Paul Leagans
Recorder - Dr. Martha Maxwell

Recommend we look at other specialities which have developed programs involving interdisciplinary curricula such as:

1. Community, Urban Regional Planning Field

2. Systems analysis field

Basically, the program should produce people who are cognizant of and capable of dealing with the process of change.

Final Recommendations

Disciplines needed:

1. Training theory - techniques, educational technology, skills in teaching in the Field of Education.

2. Learning theory - emphasis on adult learning.

3. Analytical Systems - knowledge in this field draws heavily on mathematics, physics, chemistry, engineering.

4. Design of Plans - administration, planning, programming

5. Management Administration - Business and Public Administration; INCLUDES DIRECTION AND ADMINISTRATION OF RESEARCH

6. Scientific Method - Evaluation of research, application of research to programs. Statistics, experimental design, etc.

7. Social Structure - Social roles and systems, sociology, anthropology.

8. Communication Skills - includes reading, writing, speech, public relations, mass media, etc.

9. Career Orientation (like freshman orientation) - training in professionalism, ethics, opportunities in field: e.g., how to play the role of college professor or administrator.

10. Counseling and Guidance - including administration of services.

Recommend

that a council representing different disciplines serve to advise, monitor and preserve the quality of the program. This should be comprised of high level people who can tap and mobilize the resources necessary to implement the program.

A P P E N D I X

I. Problem Areas in the Field of Adult Education, as Listed by Conference Particpants.

II. "The Graduate Program in Adult Education at the University of Nebraska", Excerpt from a Paper by Cyril O. Houle.

III. "Toward the Future", presidential address by Dean Thurman White of the University of Oklahoma, at the AEA Conference in Chicago, November, 1966.

Problem Areas in the Field of Adult Education as Listed by Conference Particpants

1. Educational programs on human values, goals and achievements.
   - Social problems and enrichment
   - Automation, changing technology, mobility
   - Adult education in changing values of young people, etc.
   - Prospects for vocational changes in career due to changing technology

2. Better utilization of human resources - i.e. skills, training, etc.
   - Employment opportunities for "average" people.
   - Senior Citizen problems
   - Basic education
   - Voluntary leader training
   - Vocational training of the underemployed, unemployed, handicapped, etc.

3. Leisure time involvement.

4. Family life development.

5. Consumer agents.

6. Political or public affairs knowledge and involvement--local, state, national and world.

7. Understanding of economic affairs.

8. Public Health:
   - pollution
   - personal
   - mental health

9. Training, evaluating and facilities for continuing education.
   - Teaching by television

10. Motivation in future society--"words to action."

11. College and adult education administration and management.

12. Training to work with functional illiteracy, i.e. will a high school graduate be functionally illiterate 20 years from now.

13. Intergovernmental relations.

14. Understanding adult involvement in national objectives.

15. Cross-fertilization of technologies (specialists) with other disciplines.

16. Industrial relations.

17. Religious education.

18. In-service training.

19. Role in agriculture.

20. Problems of urban pressures.

21. Better utilization of knowledge and discussion to solve the major problems of society.

family	conservation
crime	population control
urban	runaway science

22. Understanding the learning processes.

23. Program planning for community organizations.

24. Relationship of affluence to productivity.

25. Ivory tower to actual practice.

26. Elimination of ignorance and poverty.

27. Personal orientation to change.

28. Curriculum needs for basic education through doctoral programs.

29. Training and understanding of the role and acceptance of controversy in reaching decisions in democratic society.

EXCERPT FROM A PAPER BY CYRIL O. HOULE
"The Graduate Program in Adult Education at the University of Nebraska"

The Design of a Graduate Field of Adult Education

What might a graduate field of adult education oriented toward an interdisciplinary and inter-field approach look like? Aside from the essential research endeavors of its faculty, the service they perform to other parts of the institution, and the direct assistance which they give to the outside community, the basic offering might be something like the following. Attention will be given here only to the Ph.D., it being understood that the master's degree and the Ed.D. (if any) would draw upon this offering and be modifications of it.

1. A basic sequence of courses, dealing with the definition, history, structure, philosophical foundations, and fundamental methods of approach to adult education. One or more courses must deal with a fundamental theory of method, giving the students a basic view of the approach which must underlie their practice.

2. A continuing seminar, held weekly whenever the University is in session, each meeting being devoted to the presentation and discussion of some facet of adult education and the speakers being drawn from various parts of the university, from outside of it, and from among the student group itself. This seminar should carry credit for those who wish it, but all students in adult education should participate regularly in it even during those semesters in which they are not registered for it.

3. A research seminar, meeting at least one semester a year and hopefully in all semesters in which students are guided in the development of thesis topics and are given an opportunity to present them to a constructively critical and searching review. The credit arrangements should be the same as for the seminar.

4. A body of related courses in the other disciplines and applied fields which would serve as electives for students who are judged to be able to profit from them.

5. A provision for individual guided reading, tutorial, and thesis supervision courses in which students receive the detailed guidance and instruction which they require. Such courses might be undertaken in many parts of the University.

6. An internship experience (carrying credit) in which students are accepted into various parts of the University's own operation or well-supervised outside activities and institutions. Here a carefully controlled and sequential series of experiences would be provided, applying the theory learned in the basic sequence.

7. Every student's doctoral committee would have representatives of those parts of the University whose disciplines or applied fields are most centrally relevant to his proposed problem.

8. Every student would demonstrate on his comprehensive examinations an awareness of the ideas expressed in a body of basic documentary sources dealing with adult education and its allied fields. This bibliography would be developed collaboratively and would be revised annually.

The foregoing procedures and processes do not exhaust all of the possibilities for a truly inter-disciplinary inter-field approach but they do indicate that such an approach can be undertaken even within a program and a curriculum which are firmly anchored within a single department of the University.

Liaisons and Relationships

Insofar as possible the graduate program should establish liaisons and relationships with other parts of the university which have important responsibilities for adult education while still retaining a central unity and showing a major focus in the thrust of its central objectives. Many of these other parts of the university have been mentioned; others now exist; and still others will appear in the course of institutional expansion.

In particular, the vexing question of how to relate the experience and thoughtful leaders of extension to the graduate program must be considered, though the evolutionary development of extension probably means that a permanent solution to the problem of its proper relationship to graduate training in adult education must probably lie some time in the future. But certainly if a university wants to have its extension services operated efficiently, it must choose leaders who have been well-prepared for their task and who view it with breadth and perspective. These leaders must have some meaningful contact with the graduate program of adult education, particularly if they are to supervise its interns.

The graduate program in adult education can never claim any exclusive rights to its subject field, however, for that field is now too broad in its scope to permit rigidity. A philosopher may write on the adult educational theories of Martin Buber; a physiologist may examine the effect of increasing age on the acquisition and retention of new physical skills; a specialist in Scandinavian thought may study the writings of Grundtvig; an anthropologist may inquire into the learning rituals of adults in savage tribes; a professor of business may survey the nature of present management training in industry; a student of linguistics may study the structure of language as a basis for programming computers to teach adults; and similar examples can be proliferated endlessly. It is no part of the task of a graduate adult education program to try to control or monopolize all such efforts, and any attempt to do so will lead chiefly to laughter.

TOWARD THE FUTURE*

What then is the value of thinking about the future of adult education in America? . . . It is in the spirit of hypothetical speculation that I offer these observations or thoughts on the future of American adult education. . . .John Gardner said in Excellence: "An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity, will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

I present for you ten future events which I think will most likely mark the transformation from the opportunity to the reality of education for all Americans. . . .I choose to refer to the selected events as prospects . . . because I am convinced that an enormous change is highly probable during the next 10 to 15 years, I am only willing to invite attention to the prospects of adult education.

Prospect Number One . . . the federal government will emerge with the primary responsibility for adult education. . . . The trend, it seems to me, is toward additional federal responsibility and the opposition is seemingly more inclined to shape and channel the trend than to halt or reverse it.

Prospect Number Two . . . at least one institution of higher education in each year of the next decade will begin to offer an advanced degree in adult education. . . . The cadence of the development will depend to a great extent on the availability of scholarships and research funds. It has been commonly noted that graduate programs and research tend to be associated. The strong graduate programs at California, Chicago, Columbia, and Wisconsin illustrate the point.

Prospect Number Three . . . by 1980, 20% of the adult population will be committed to at least one program of part time study which will keep the people busy learning from one to ten years, long term learning commitments. This is in addition to the 20% who I think will be engaged in programs of a few days or a few weeks. Roughly I'm guessing that 40% of the adult population within the next few years will be engaged in some form of adult education, and this may be conservative. Graduates of professional schools in the very near future will be engaged in continuing education as a matter of course. The professional and technical proportion is more than 20% now. . . . To this 20% you may add the voluntary participation of people in service occupations, housewives, and laborers, especially if and when the latter have included education as part of the labor union package. In addition the demand for educational programs should increase as the amount of childhood education is elevated. Since the push for continuing education is closely associated with the amount of childhood schooling, we should expect a corresponding elevation in the pressure for continuing education during the next 10 to 15 years. The implication for adult educators may be summed up in one simple admonition . . . get ready. Long term programs have a way of demanding long term planning. You could almost write a rule which states, "the excellent long term programs in adult education are the consequence of excellent long term planning."

Prospect Number Four . . . adults will be paid to go to school as an ordinary practice. . . . I think that one of the most likely places for the breakthrough is in labor. Paul Sheats has had a remarkably positive response to his suggestion that labor now bargain for one day per week for education. Some responses to the Sheats suggestion are that business and industry should get the jump on labor by offering a variety of educational programs on company time. After all, the argument runs, the tuition assistance program is a common industrial practice, it is non-bargained and hence a management credit. To extend the expenditure of tuition assistance to cover salaries and wages is a plausible next step.

Prospect Number Five . . . adult education will emerge as a major concern of the social scientist, and particularly as a concern for the educational theorists for towering intellects in our society. . . . Drucker, I think, said it well, "Each specialty typically progresses by acquiring knowledge produced in another specialty and projecting it on its own subject matter. Only rarely is progress in one area fielded from within. . . . Unless one understands the interrelatedness and interdependence of specialties and the essential oneness of all knowledge, he cannot progress in a discipline. One cannot above all learn what will be needed tomorrow."

Prospect Number Six . . . easier learning in less time will enjoy a brief period of general enthusiasm by the educational psychologist and the educational technologist. . . . Farsighted adult educators will welcome the experiments by hardware enthusiasts which concentrate on the two variables . . . the variable of the learner and the variable of the content.

Prospect Number Seven . . . the community college will emerge as the fastest growing segment of adult education.

Prospect Number Eight . . . the Adult Education Association of the U. S. A. will gain enormous strength as the strong national association of all adult educators.

Prospect Number Nine . . . comparative adult education will become a favorite study of professional adult educators.

Prospect Number Ten . . . a concern for values will infuse the efforts of curriculum development, i.e., program development. . . . It will do us no good to dismiss the problem by admonishing ourselves to leave values out of our programs because adults bring all of themselves to our programs, even to such non-value oriented training courses as welding. . . . I think it quite likely that future philosophers will look back at the next decade as their finest hour in the history of the human community.

* Excerpts from the presidential address by Dean Thurman White of the University of Oklahoma at the AEA Conference in Chicago, November, 1966.

CURRICULUM PLANNING CONFERENCE

Center of Adult Education
University of Maryland
College Park, Maryland
April 6-7, 1967

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